
SUPPORT SERVICES JOB AID

NAF Human Resources Conduct Performance Ratings/Reviews

DO THIS TASK WHEN

- The annual, (or other more frequent) performance rating is due for one or more of your staff.
 - A new staff member is within two weeks of completing his/her first 90 days on the job.
 - An interim performance rating is needed to focus a staff member's attention to one or more specific performance, attitudinal, and/or behavioral areas.
 - A staff member's performance improves as a result of a Letter of Caution.
 - Required by disciplinary processes.
 - Submitting a staff member for an award or promotion.
 - Seasonal employment of an FFR staff member is over or ending.
 - A regular full time, part time, or flexible schedule staff member ends his/her employment.
 - Directed by higher authority.
 - You leave or change your job.
 - You change supervisors.
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REFERENCES

- CNICINST 5300.2, Commander, Navy Installations Command Nonappropriated Fund Personnel Manual.
 - Policies regarding Americans With Disabilities (ADA) and applicable Equal Employment Opportunity (EEO) regulations.
 - Local regulations and/or standard operating procedures (SOPs) regarding the timing and conduct of the annual performance rating process.
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**SUPPLIES/
RESOURCES**

- CNIC Nonappropriated Fund Employee Performance Rating Form, CNIC 5300/17.
- Copies of each staff member's past two or three completed performance evaluations.
- Local scoring sheets and rating criteria, as applicable.
- Local, supplementary evaluation forms, if any.
- Standard Form 52 (SF-52) if required by local policy or as needed.
- Your staff member's goals and objectives for the evaluation period.
- Your staff member's current Individual Development Plan (IDP).
- All performance related documentation. (Histories, journals, notes, memos, awards, nominations, letters of appreciation/commendation, certifications, etc.)
- Typical office supplies and equipment.

**SUPPLIES
RESOURCES
(cont.)**

- Staff files, a filing system, and file storage.
 - Computer with word processing software.
 - Position Descriptions (PDs).
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**THIS TASK
IS DONE
CORRECTLY
WHEN**

- You have objectively, consistently, and frequently observed the performance and behavior of your staff throughout the evaluation period.
- Your observations of each staff member's performance and behavior are relative to the agreed upon goals, objectives, specified performance standards, and performance measurements that were developed.
- Your staff have all necessary details regarding the requirements of their jobs.
- Your staff received appropriate coaching, tutoring, counseling, and mentoring as needed/requested throughout the evaluation period.
- All staff members have been rated and their performance ratings are completed in a timely manner.
- Your observations, evaluations, and ratings are applied equally, without bias or favor.
- The performance ratings have been:
 - Prepared and signed by the staff member's immediate supervisor, if not you. (Rater)
 - Reviewed, approved (or adjusted), and signed by you or your immediate supervisor per local policy. (Approving Official)
 - Reviewed with and signed by the staff member.
 - Forwarded for inclusion in the staff member's Official Personnel File (OPF).
 - Duplicated and the copy given to the staff member for his/her personal records/files.
 - Documented in SAP HR along with the employee's updated IDP.

NOTES:

Satisfactory performance is essential to your Program's success. The importance of timely performance ratings cannot be overstated.

Under the nonappropriated fund (NAF) personnel system, performance is not only a key factor for salary increases for most of your staff members, it is the main determinant for job retention in situations resulting in Business Based Actions (BBAs). Length of service is ONLY factored into retention/separation decisions when job performance ratings are equal among two or more staff members affected by a BBA.

For this reason, staff performance and performance ratings take on far greater significance under the present NAF personnel system than they ever had under any previous system.

Managers/supervisors who fail to conduct performance ratings when required, could jeopardize staff member's employment or salary. You must give performance ratings your highest priority.

Staff members can take action (grieve) in cases of untimely or total absence of required or scheduled annual performance ratings.

Performance ratings are typically accomplished on an annual basis. Performance ratings can be prepared for all staff members during a given time frame or on an individual basis relative to each staff members' hire date. Scheduling performance ratings is typically the FFR Director's/site manager's or Support Manager's decision.

**NOTES:
(cont.)**

When an “*everyone-at-the-same-time*” schedule is used, performance ratings that are in sync with the fiscal year seem the most sensible. This way, you have made your Program plans based on a projected budget, received your approved budget numbers, and subsequently adjusted your Program goals and objectives. With these accomplished, you are in a great position to review your staff's past performance; complete their performance reviews; and align and establish their individual goals and objectives for the upcoming fiscal year. Upon completion of the performance review, you can then work with your staff to assess their career development needs; and update their IDP.

Considerable management research indicates that frequent and recurring performance ratings and reviews are more effective in improving and maintaining high levels of quality performance than “*once-a-year*” systems.

Much of the current business and management literature suggests even greater value and performance improvement can be realized through the application of two-way and multi-directional feedback systems. In the two-way systems, every staff member gets feedback from, and also gives feedback to, his/her immediate supervisor. In the multi-directional feedback systems, staff members also receive and give feedback from/to the colleagues with whom they receive/provide information, work output or other work functions/services. These multi-directional systems provide an opportunity for lateral, as well as two-way feedback. Both methods appear superior to the traditional downward-only systems. You are encouraged to investigate these alternative methods and increased frequencies to determine what best suits your Program.

Depending on your local practice, your NAF Human Resources (HR) Office may forward a rating form to you for each of your staff members with a cover letter to the staff member informing them of the due-dates of their annual performance rating. Whether or not this is the case at your Command, you should maintain your own tickler file so you know when your staff members' performance ratings are due.

**NOTES
(cont.)**

You may also decide or need to do interim performance ratings at various times throughout the year for special awards, commendations, promotions, salary increases, bonus recommendations, disciplinary situations, etc.

Remember, only the annual performance rating, accomplished on the date designated by your FFR Department, can be used during BBA procedures. Unlike the former personnel system which allowed the “latest performance rating” to be used, the new personnel regulations spell out that, “only annual performance ratings may be used in determining BBA outcomes”, and the ratings must be at least 90-days old.

Maintaining a file for each of your staff members is the best way to “know” at performance rating time what each did during the marking period. Trying to recall a year's worth of staff accomplishments, contributions, successes, failures, problems, etc., is difficult, frustrating, and ineffective. Not only should you keep notes about your staff, but you should encourage them to keep track of their work history, too.

If you use a “weighting” system for specific performance factors, be sure to use the same values for all staff members who do the “same” type tasks. Otherwise, don't use weighting values beyond those on the CNIC Performance Rating Form.

Each staff member needs to know how his/her performance and behavior will be assessed during the annual performance rating. Include this information in your new-hire indoctrinations, semi/annual goals and objectives meetings, regular staff training, and in any performance ratings preparation meetings.

You should have your subordinate managers/supervisors use these processes with their staff.

PROCEDURE

Step 1 Identify and record “tickler” dates to accomplish the following.

- When to start your performance rating preparation.
- When to draft, review, and finalize your staff's performance rating forms.
- When to route your staff's performance rating forms to your immediate supervisor for review and approval and when to get them back.
- When to conduct individual performance reviews with each staff member.
- When to review and agree on new goals, objectives, standards, and performance measures for your staff for the next period/cycle.
- When to assist your staff with assessing and updating their IDP and when to document completion in SAP HR.

NOTE: You might record these “ticklers” in your Daily Planner, Things-To-Do List, Personal Goals and Objectives, or in a computer-based schedule program. (See task Set Staff Goals/Objectives.)

The dates you choose will be based on a number of variables which may include:

- The size of your staff.
- How long you typically take to get ready to do performance ratings.
- How long it takes you to prepare your staff's performance ratings.
- Your Program's workload. (Time of year, special activities, events, etc.)
- How much time you traditionally spend with each staff member to accomplish a review of past performance.
- Local procedures, policies, practices, and requirements.
- The layers of supervision/management in your Program.
- Etc.

Step 2 Gather all applicable supplies and resources needed to prepare performance evaluations for each of your staff members.

- Sufficient quantities of blank CNIC Performance Rating Forms. (See end of task.)
- Each staff member's *current* PD.
- Each staff member's *current* goals and objectives for the rating period.
- The measures by which you will score/rate the evaluation sections of the CNIC Performance Rating Forms.
- Wage and pay schedules.
- Your local SOPs on conducting performance ratings.
- Records of staff performance during the rating period. These may include:
 - Personal observations recorded in memo or journal form.
 - Recorded and shared observations from the staff member's immediate supervisor or other officials.
 - Notes of the requirements for and results of any tutoring, coaching, counseling, or mentoring during the rating period.
 - Letters of congratulations, commendations, and thank-yous from customers, peers, professional organizations, the Command, other Commands, FFR regional office, CNIC N9, etc.
 - Letters of counsel, reprimand, warning, memos for the record, customer complaints, etc.
 - Records of other awards and/or special honors received by the staff member during the rating period.
- Copies of the most recent (2 or 3) completed CNIC Performance Rating Forms for each staff member.
- All locally required forms/supplemental documentation, if any.

Step 3 Review the following **BEFORE** preparing your staff performance ratings.

- All applicable documentation regarding this staff member's job performance during the rating period.
- The mutually agreed upon performance expectations and measurements for each staff member's duties, projects, goals and objectives prior to assessing performance.
- The preparation instructions provided on the reverse side of the CNIC Performance Rating Form. (See form at the end of this task.)
- Your local instructions or SOP regarding preparing for accomplishing performance ratings, if applicable.

Step 4 Schedule time to review each staff member's performance for the period/cycle you are preparing to evaluate.

- The amount of time necessary to accomplish this step will be determined by:
 - Your experience with, and your observations of each staff member throughout the evaluation period.
 - The accuracy and completeness of your notes and records for the marking period/cycle you are preparing to evaluate.
 - The simplicity/complexity of each staff member's position, job, special assignments, or details.
 - The ethics, equity, thoroughness, and personal values you bring to this task.
 - Your daily workload and the demands on your time.
- Notify your staff, immediate supervisor and your colleagues of the dates/times when you will be reviewing each staff member's performance to minimize interruptions.

Step 5 Reflect objectively on what each staff member did on-the-job and *how well* each performed.

Consider the following:

- His/her PD, relative to the rating period.
- His/her goals and objectives, relative to the rating period.
- The specified standards and measurements you and the staff member agreed to while preparing his/her goals and objectives for the rating period.
- Special assignments/details during the period/cycle you are evaluating.
- The specified standards and measurements you and the staff member agreed to for any special assignments/details within the period/cycle you are evaluating.
- His/her strengths and weaknesses.

- What he/she did well during the marking period.
- What he/she did NOT do well during the marking period.

Remember, you are evaluating performance and behavior, NOT personality!

<p>NOTE: This step is simply your mental reflection based on your review of your documentation of staff performance for the period/ cycle you are evaluating.</p>
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Step 6 Assess the growth needs of the staff member by considering what he/she needs to improve; do more; do less; do differently; start doing; or stop doing.

Reflect on his/her:

- Work quality.
- Productivity.
- Dependability.
- Working relationships.
- Customer relations.
- Other traits/characteristics necessary/applicable to the position/job.

<p>NOTE: This step is simply your mental reflection based on your review of your documentation of staff performance for the period/ cycle you are evaluating.</p>
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Step 7 Consider how you will discuss, encourage, and gain agreement from each staff member regarding his/her growth needs, goals, and objectives.

- Jot down your thoughts, ideas, goals, objectives, recommendations, directions, etc., to include on (or with) the CNIC Performance Rating Form and in the performance review meeting with each staff member, as applicable.
- Record your expectations in terms of goals and objectives and include standards and measurements. (See guidelines for writing these in task Set Staff Goals and Objectives.)
- Make note of the developmental items to be added to or revised in the staff member's IDP.

<p>NOTE: You may find it useful to rehearse before conducting your actual performance reviews with your staff.</p>

Step 8 Prepare a brief outline/memo to announce the following:

- When performance ratings are due.
- The purpose and desired outcome of the performance rating process and review meetings.
- What, if anything, each staff member needs to do to prepare for his/her performance review meeting.
- When each staff member's performance review meetings will be conducted.

<p>NOTE: Ensure your subordinate supervisors use this process as guidance for their preparation.</p>

Step 9 Prepare duplicate copies of the following documents for each staff member.

- His/her current PD relative to the rating period.
- His/her goals and objectives relative to the rating period, including the specified standards, measurements, and weighting factors (if any), you and the staff member agreed to while preparing the staff member's goals and objectives.
- Special assignments/details during the period/cycle you are evaluating, including the specified standards and measurements you and the staff member agreed to for the special assignment.

Step 10 Conduct one-on-one meetings with each member of your staff **before** you prepare the CNIC Performance Rating Forms for each staff member. (Conduct the details of this type meeting relative to each staff member's job, position, major duties, and responsibilities.)

The purpose of these preliminary meetings is for you to listen and gather data – not talk.

- Create a positive climate for constructive dialogue and ensure you will not be disturbed.
- Give the staff member the outline/memo you prepared in Step 8.
- Give the staff member the copies you made in Step 9 of his/her current PD, goals and objectives, and, if any, special assignment details.
- Briefly review the purpose and desired outcomes of the performance review meeting and what, if anything, the staff member needs to do to prepare for his/her performance review meeting.
- Confirm when the staff member's individual performance review meeting will be conducted.
- Ask the staff member to describe his/her performance during the rating period.
- Ask the staff member how he/she would rate his/her performance during the rating period. (Outstanding, Highly Satisfactory, Satisfactory, Less Than Satisfactory, and why? Ask for specific examples.)
- Ask the staff member about his/her performance expectations and plans for the future.
- Ask the staff member what, if anything, he/she needs in the way of additional, improved, or different tools, including training needed for improved or different job performance or professional growth. These items should be considered for their IDP.
- Confirm whether or not the staff member believes his/her current PD is aligned with what he/she actually does. If NO, see task Prepare/Update Position Descriptions.

NOTE: Do **NOT** re-negotiate the past goals/objectives (the “what, how well, and when”) at this time. Your performance agreements were established and agreed to at the beginning of the rating period.

It is essential that you encourage extensive staff member participation during this meeting. You need to determine how the staff member feels he/she has performed during the rating period and also to discuss future plans, goals and objectives.

Shortly after the meeting, revise or establish new performance standards and/or the measures of scoring for the next rating period.

Step 11 Using all the information you have gathered and reviewed, prepare a CNIC Performance Rating Form for each staff member. (See form at the end of the task.)

- Objectively evaluate staff performance and behavior relative to the mutually discussed and agreed performance expectations and measurements. (You should have been observing staff performance throughout the period.)
- Avoid evaluation pitfalls such as:
 - Bias/prejudice.
 - The vagaries of memory. Use recorded performance observations.
 - Excessive attention (positive/negative) to one aspect of the staff member's performance/behavior at the expense of many others.
 - Being overly influenced by your own experience.
 - Evaluating personal traits/characteristics rather than performance.
- Complete Items 1 through 5 of the rating form.
 - This is the administrative part of the rating form.
 - Follow the instructions on the reverse side of the form.
- Use the chart on the next page and the instructions on the reverse side of the performance rating form to complete Items 6a through 6g.
 - These rating elements should be done separately using one of the four ratings.
 - Lines 6f & 6g are used to evaluate supervisors/managers or non-supervisory/management staff temporarily assigned supervisory/management duties. You and your staff should decide in advance of the rating period how these rating elements will be used and scored.

<p>NOTE: Local practice/policy may require you to prepare the form in pencil until reviewed and approved by the next level supervisor.</p>

FOR RATING ELEMENT:	YOU MAY CONSIDER:
Quality of Work	Thoroughness, accuracy, neatness, effectiveness, and the degree of exactness of work performed. Completion of goals/objectives.
Productivity	Carrying projects or assignments to completion, accomplishment, effectiveness of work performed, meeting schedules or assignments. Consider amount, volume and rate of work.
Dependability	Reliability, timeliness, capability, competence, confidence, discretion, conscientiousness of work performed.
Working Relationships	Interest, enthusiasm, teamwork, willingness, behavior, tact, flexibility, humor, cooperation, and diplomacy. Working with others in the best interests of the organization.
Customer/Patron Relations	Responsive to customer needs. Demonstrating attentiveness and courtesy. Maintaining accurate knowledge of activities, events, products, services, policies, and procedures. Solving problems.
Leadership*	Ability to establish and complete short and long term goals and objectives. Maintaining effective relationships with peers in Program areas. Proactively managing areas of responsibility (e.g., anticipating shortfalls/potential crises; heading off potential Program/people problems before they occur, etc.). Regarded as highly effective and responsive by Program customers.
Management/Coaching Effectiveness*	Ability to get work accomplished through and by subordinates. Delegation, fairness, communication, effectiveness in motivating subordinates, building a diverse work team, winning and maintaining respect of subordinates. Development of subordinates.

NOTE: Items noted with * - Use the supervisor/leadership boxes carefully when rating non-supervisory staff members. Only use these in circumstances where you have a participative agreement that the staff member will be rated for his/her short-term team or special project/assignment. Don't use a non-supervisory staff unfairly. And don't unfairly use these rating categories for non-supervisory staff.

Step 12 Complete section 7, Overall Performance Rating.

- In rating the overall performance of the staff member, you may want to consider “weighting” or placing some sort of degree of importance or value on each of the rating elements in lines 6a through 6g.

For example: Let's say you are rating a staff member whose primary responsibility is customer service so you weight the customer relations element. Imagine that this staff member is great with staff relationships; does very well at admin, procurement, internal controls, and supply tasks; works hard and does very good quality technical work; but behaves rudely, offensively, brashly, and untactfully with almost all your customers/patrons. How effective is this staff member? How much is he/she damaging your Program's image? How would you score item 6e? And therefore, how would a *weighted* 6e impact your OVERALL rating?

- The Overall Performance Rating is a “stand-alone” element--NOT merely a numerical score based on the number of “Outstanding”, “Highly Satisfactory”, etc.
- Comply with local policy where required to use alternative/weighted scoring, standards, other forms, etc.

NOTE: The OVERALL performance rating requires a good deal of thought. Think about all the elements that you rated in 6 a through g, as well as all performance accomplished and behavior demonstrated by the staff member that is not covered there. These could include factors such as promoting innovative ways to do things more effectively and efficiently, being a key staff member regarding staff morale, initiative, perseverance, etc.

The OVERALL performance rating plays heavily in management's decisions and actions in Business Based Actions (BBAs), pay adjustments, separation actions, abolishment of positions, performance awards, etc.

IMPORTANT: If your overall performance rating is to be “Less than Satisfactory”, delay the performance evaluation until a Letter of Caution is issued. You **must** take immediate action to correct applicable performance and/or behavioral deficiencies.

Step 13 Complete Item 9, Supervisor’s Remarks.

- This section provides an area for the rating supervisor and/or higher to elaborate on the performance rating and/or on any pay adjustment recommendations.
- Remarks are not required, but they are useful and encouraged when ratings are “Outstanding” or “Less Than Satisfactory”. Follow your local policy.
- Use of the “Supervisor’s Remarks” block and attaching additional remarks on a separate sheet to outline the staff member's performance, growth, improvement, accomplishments, or less than satisfactory performance/ behavior is a good practice, and is highly recommended.

Step 14 Complete Lines 8a, 8b and 8c on the rating form per local policy.

- This section of the rating form is typically prepared by the **Approving Official** although the **Rater** may be locally authorized to indicate whether a pay adjustment or performance award is either approved or not applicable at this time.
- These adjustments/awards are subject to review and approval by higher authority. Ideally your Approving Official has provided guidelines about available funds and how to allocate these funds.
- It is very important that no discussion of the rating begin **before** the **Approving Official** reviews, approves and signs the form. Do NOT sign on line 10, until the Approving Official has signed the form.

NOTE:

- If required by local policy, prepare and attach an SF-52 for pay adjustments, promotion, performance awards, etc.
- Crafts and Trades staff are on a separate and automatic pay increase schedule based on their time in service and satisfactory or greater performance ratings.

Step 15 Forward your completed CNIC Performance Rating Forms to your Approving Official.

- Local/regional policy and organization will determine if this is your immediate supervisor, a division head, the FFR Director/site manager, or higher authority.

Step 16 Meet with your Approving Official to discuss the following:

- The overall state of performance and operations of the Program.
- Each staff member's performance, goals and objectives, strengths, weaknesses, training needs, etc.
- Staff goals and objectives.
- Your performance ratings.
- Your recommendations for performance awards and or pay adjustments.
- His/her agreement and/or disagreement with any of your recommendations and performance ratings. Be prepared to discuss and justify your staff ratings and suggested pay adjustments/awards.
- Reach alignment and agreement on your discussions. Obtain Approving Official's signature at Line 11.

NOTE: It is very important that this step be done before you have any discussion of ratings, performance awards, or pay adjustments with your staff. The approving official has the authority to change any factor and/or rating on the form. Do not discuss final performance ratings with your staff until the approving official reviews, approves and signs the form.

It is up to you to persuade your immediate supervisor that you are the most knowledgeable/qualified person to evaluate your staff. Listen carefully to his/her input (he/she may have information about the staff that you don't) but, be prepared to vigorously defend your ratings and/or recommendations. Before ending the discussion, ensure consensus on the ratings and recommendations.

In rating discussions with the staff, you represent management's view of the staff's performance. Your views and management's views must be seen by your staff as the same.

Step 17 Give each staff member advance notice of when his/her performance rating meeting will take place.

Step 18 Meet individually with each staff member to review his/her performance. (Conduct this type performance review frequently, throughout the year; **NOT** just at “performance rating” time!)

- Accomplish these meetings within two weeks of receiving the Approving Official's signature and before the submission deadline.
- Schedule your time and a meeting area where you will NOT be disturbed during the meeting.
- Create a comfortable, honest, open, and safe meeting atmosphere.
 - Have a plan for putting each staff member at ease.
 - Review the purpose of the performance review meeting.
 - Make it clear that you will both discuss mutual problem solving, performance improvement, and goals/objectives.
- During your performance review meetings, remain focused on job performance and behavior and related factors by:
 - Talking job requirements, staff member strengths, accomplishments, improvement needs, and by evaluating results of performance against objectives set during previous reviews and discussions.
 - Being prepared to cite specific observations you've made for each point you want to discuss.
 - Encouraging the staff member to discuss, assess, and rate his/her own performance.
 - Using open-ended, reflective and closed-ended, directive questions to promote thought, understanding, and problem solving.
 - Dealing forthrightly with negative feedback without sandwiching these between positive comments.
- Encourage the staff member to outline his/her personal plans for self development before suggesting any ideas of your own. In the process:
 - Try to get the staff member to set personal growth and improvement goals and objectives for him/herself.
 - Strive to reach agreement on development plans that spell out specifically what the staff member intends to do, the time table, and the support you are prepared to give.
- Identify areas for concentration in setting goals and objectives for the next rating period.
- Discuss work assignments, projects and goals for the next rating period and ask the staff member to come prepared with his/her suggestions.
- Ensure extensive staff member participation in the meeting. Thoroughly discuss plans, goals, objectives, standards, expectations, and performance standards for the next performance rating cycle.
- Discuss salary increase/bonus/time off award, if applicable.

Step 19 Take notes during your performance review meetings.

You will use your notes:

- At the conclusion of each performance review meeting to summarize and ensure you and your staff member agree on his/her future development, change, focus, goals, and objectives. Though not part of the performance review and rating, this is a good time for discussion of the staff member's IDP. Information gathered from your performance review meetings may be used to assess career goals, training needs, developmental assignments, etc., and to update their IDP.
- To transcribe improvement agreements, plans, and follow-up comments into your records. (e.g., things-to-do list, journal, daily planner, tickler files, training records, staff records/files, etc.)

Step 20 Close each performance review meeting with the following:

- A summary of what has just been discussed.
- Enthusiasm for the joint plans that have been made.
- The staff member having an opportunity to make additional/closing suggestions/comments.
- A positive, friendly, and harmonious note.

Step 21 Complete Lines 12a and 12b of the original rating form.

- This part of the form is self explanatory but very important as it is the formal record of when the performance rating meeting took place and when a copy of the completed rating form was given to the staff member.
- Ensure each staff member signs this block signifying that a performance rating discussion took place.

Step 22 Make copies of the completed evaluation package including your notes and all locally required supplementary documentation.

Distribute your completed performance evaluations as follows:

- Original to staff member's Official Personnel File (OPF).
- Copy to staff member.
- Copy to your staff files, if required locally or your practice.
- Copy to your immediate supervisor, if required locally.

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| <p>NOTE:</p> <ul style="list-style-type: none">• Protect your copies of these records as they are private and sensitive,.• Use locked files.• Don't leave these files sitting out or in accessible locations. |
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Step 23 Ensure the NAF HR and payroll offices receive all appropriate documentation when pay or monetary awards are affected.

- Prepare and forward an SF-52 or local documentation per local policy.

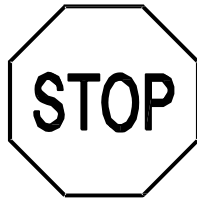
Step 24 As soon as the performance review meeting is over record the following in your records. (e.g., things-to-do list, journal, daily planner, tickler files, training records, staff records/files, computer based planner, etc.)

- Improvement plans to which you and the staff member agreed.
- Future performance standards and measures.
- Updates to the staff member's IDP.
- Commitments made by either you or your staff.

Step 25 Immediately following each performance review meeting, reflect on how well you guided/facilitated the discussion.

Include notes in your records about:

- What you did well.
 - What you could have done better and why.
 - What you learned about the staff member and his/her job.
 - What you learned about yourself and your job.
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Congratulations! You've completed this task.

CNIC NON-APPROPRIATED FUND EMPLOYEE PERFORMANCE RATING FORM

1. Name <i>(Last, First, MI)</i>					2. Last 4 SSN						
3. Position Title, Pay Plan, Series, Grade <i>(e.g., Clerk, NF-0000-01)</i>											
4. Name and Location of NAF Activity <i>(e.g., CNIC N-9 NSA Mid South)</i>											
5. Reason for Rating and Rating Period					From:	To:					
90 Day	Interim	Annual	Separation/Close Out								
6. Rating elements	Outstanding	Highly Satisfactory	Satisfactory	Minimally Satisfactory	Unsatisfactory						
a. Quality of Work											
b. Productivity											
c. Dependability											
d. Working Relationships <i>(peers & supervisor)</i>											
e. Customer/Patron Relations											
f. Leadership*											
g. Management/Coaching Effectiveness *											
<i>*Supervisory rating only</i>											
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="text-align:center">Outstanding <input type="checkbox"/></td> <td style="text-align:center">Highly Satisfactory <input type="checkbox"/></td> <td style="text-align:center">Satisfactory <input type="checkbox"/></td> <td style="text-align:center">Minimally Satisfactory <input type="checkbox"/></td> <td style="text-align:center">Unsatisfactory <input type="checkbox"/></td> </tr> </table>							Outstanding <input type="checkbox"/>	Highly Satisfactory <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Minimally Satisfactory <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Outstanding <input type="checkbox"/>	Highly Satisfactory <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Minimally Satisfactory <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>							
7. Overall Performance Rating <i>(A rating of Unsatisfactory in any one element results in an Unsatisfactory Overall Rating)</i>											
			<input type="checkbox"/>								
			<input type="checkbox"/>								
8. a. Pay Increase:			Yes <input type="checkbox"/>	Amount: \$	No <input type="checkbox"/>						
b. Performance Award:			Yes <input type="checkbox"/>	Amount: \$	No <input type="checkbox"/>						
c. Time Off Award:			Yes <input type="checkbox"/>	Hours: =	No <input type="checkbox"/>						
9. Supervisors Remarks: <i>(Separate sheet may be attached.)</i>											
10. Rater's Signature					Date						
11. Approving Official's Signature					Date						
12a. Employee Signature <i>(Indicates receipt and that rating has been discussed with employee.)</i>					Date						
12b. Date Discussed and Copy of Completed Evaluation Package Provided to Employee:					Date						

4(Instructions for completion on reverse)

SUPPORT SERVICES JOB AID

<p>1,2,3,4,5 Self-Explanatory 6 *Rate non-supervisors using elements a. through e. Rate supervisors using a. through g.</p> <p align="center">NOTE: A rating of "Unsatisfactory" must be delayed and a Letter of Caution must be issued</p>					
RATING ELEMENTS	Outstanding	Highly Satisfactory	Satisfactory	Minimally Satisfactory	Unsatisfactory
<p>a. Quality of Work</p> <p>Consider thoroughness, accuracy, & effectiveness. Completes or assists in completing goals & objectives; adherence to policy</p>	Ahead of plan producing desired effect with little supervision. Exceptionally thorough and accurate. Adheres to policy, identifies improvements.	On plan producing desired effect with little supervision. Thorough and accurate. Adheres to policy, identifies improvements.	On or nearly on plan with no serious deficiencies and moderate supervision. Generally accurate. Adheres to policy..	On or nearly on plan and meets standards after feedback & corrections; Requires supervision. Work needs improvement. Adheres to policy.	Tasks are often late and do not meet standards after feedback or guided practice. Shows a lack of attention to detail and needs serious improvement. Does not follow policy.
<p>b. Productivity</p> <p>Consider completion of assignments, & effectiveness of work performed. Volume of work & ability to meet or exceeding deadlines.</p>	Handles extraordinary volume of work. Highly efficient.	Above average volume of work Efficient.	Work volume meets all and may exceeds some standards.	Volume of work meets minimal standards. Improvement desired.	Work volume does not meet minimal standards.
<p>c. Dependability:</p> <p>Consider reliability, timeliness, capableness, competency, efficiency, and conscientiousness of work performed.</p>	Difficult assignments handled intelligently and effectively. Complicated or controversial subjects are presented or explained effectively so desired outcomes are achieved. Solution oriented. Succeeds with basic direction and without direct supervision.	Demonstrates performance that exceeds expectations in critical areas. Develops/implements workable, cost effective solutions to meet organizational goals. Works with minimal direct supervision.	Demonstrates good, sound performance that meets organizational goals. Supports workable, cost effective approaches to projects and change initiatives. Responsive to direct supervision.	Demonstrates sound performance that meets organizational goals. Carries out assignments with written direction and supervision. Works on non-difficult assignments only. Requires assistance with prioritizing and scheduling.	Regularly fails to complete assignments on time or with little degree of accuracy. Needs constant supervision and counseling.
<p>d. Working Relationships</p> <p>Consider interest, enthusiasm, team- work, willingness, behavior, flexibility, & cooperation</p>	Recognized as a problem solver. Exerts and demonstrates a major positive influence, by example, on program implementation. Contributes substantially to organizational growth and cohesiveness. Highly respected by supervisors and peers. Improves cooperation among participants in the work and prevents misunderstandings.	Practices constructive problem-solving and is able to build confidence in team members. Actively listens to others. Reports up and down routinely with all team members. Fosters a polite, respectful and trusting relationship with others and between others. Assumes the lead often.	Is polite, respectful and develops working relationships with others. Able to work well with others to solve problems and find solutions. Agrees to lead or take assignments when asked by management. Is able to offer opposing views. Accepts decisions of majority with reservations.	Avoids taking assignments on team efforts. Attitude prevents productive relationships. Goes along to get along on most issues. Has potential to be a productive team member but may lack the motivation.	Blames, labels and generalizes. Tendency to withhold help, information, or resources from others. Complains without following channels. Often does not verify facts or speaks without knowledge – contributing to rumors and morale problems. Typically waits for others to act. Rigid point of view. Not a team player.
<p>e. Customer/Patron Relations</p> <p>Responsive to customer needs. Demonstrates attentiveness & courtesy. Maintains accurate knowledge relative to products, services, policies & procedures.</p>	Able to work through complicated and controversial issues with internal/external customers.	Actions & attitude greatly enhance area of responsibility on a regular basis	Actions and attitude contribute to positive feedback.	Actions and attitude may contribute to positive feedback at times but there is room for improvement.	Actions & attitude harm relationships & generate complaints.

<p>f. Leadership</p> <p>Consider ability to establish goals and objectives; leadership of subordinates; relationships with peers in program area; effective management of area of responsibility</p>	<p>Able to establish and complete short and long term team goals and objectives; maintains effective relationships with peers in program and Command area; is proactive in managing area of responsibility (i.e., anticipates shortfalls; potential crises and resolves potential Program/ people problems before they occur.); regarded as highly effective and responsive by program customers. Revered as an effective leader by others.</p>	<p>Able to complete short and long term team goals and objectives; works to establish effective relationships with peers in program area; tries to be proactive in managing problems or complaints before they occur. Regarded as an effective and responsive leader by others.</p>	<p>Completes short and long term team goals and objectives with coaching; works to maintain effective relationships with peers in workplace area; tries to be proactive in managing problems or complaints before or as they occur. Regarded as a responsive leader by peers and the program workforce.</p>	<p>Completes short and long term assignments with direct supervision and with coaching; Has difficulty maintaining productive and effective relationships with others; manages problems or complaints by passing them off to others to resolve. Allows small problems to grow into more difficult problems</p>	<p>Avoids some assignments. Needs direct supervision and coaching with most assignments. Does not develop productive and effective relationships with others in the workplace. Often passes problems or complaints off or ignores them. Allows small problems to grow into more difficult problems.</p>
<p>g. Managerial/Coaching Effectiveness</p>	<p>To be completed for incumbents in all supervisory/management positions. Consider ability to get work completed through and by subordinates, delegation, fairness, communication, effectiveness in motivating subordinates, building an effective and diverse work team, earning and maintaining respect of subordinates, and development of subordinates. Take into consideration any contributions to the Mission and Goals of the organization and to what degree did the person being rated use their management and coaching skills in those contributions.</p>				
<p>7. Overall Performance Rating <i>(A rating of Unsatisfactory in any one element results in an Unsatisfactory Overall Rating)</i> Check one of the five ratings after completing item 6.</p>					
<p>8. a/b/c - Pay Increase/Award: Pay increases and awards are not automatic, and are subject to local cost controls, policies and bargaining unit agreements. Check appropriate block and include recommended amount. Pay increases and awards should be effective the first full pay period after the Approving Official approves and signs the rating form. This requires timely discussion of the appraisal and any award with the employee.</p>					
<p>9. Supervisor Remarks: Provide a brief narrative that supports the ratings, note special accomplishments and provide goals for the next rating period. A separate sheet may be attached to the performance rating form.</p>					
<p>10. Rater's Signature: Supervisor should not sign until the rating and any award/pay increase decisions have been discussed with the Approving Official.</p>					
<p>11. Approving Official's Signature: Designation is a local decision; however, the Approving Official should be at least one level above that of the signing supervisor/rater. Approving Official reviews the evaluation and makes changes if considered appropriate.</p>					
<p>12a. Employee's Signature and Date: Discussion between the supervisor/rater and employee should not be held until Approving Official has reviewed, approved and signed the rating. In the discussion, the supervisor represents management's view of the employee's performance.</p>					
<p>12b. Date Discussed and Copy of Completed Evaluation Given to Employee: Copy must be provided to employee within two weeks.</p>					

CNIC NON-APPROPRIATED FUND EMPLOYEE PERFORMANCE RATING FORM, *continued*

INDIVIDUAL DEVELOPMENT PLAN (IDP)

CNIC Mission
Deliver Effective and Efficient Readiness from the Shore

FFR N9 Statement

<p>1a. Name (<i>Last, First, Middle Initial</i>)</p> <p>1b. SSN: xxx-xx-0000 (Last 4 only)</p>	<p>2. Current Position Title, Series and Grade:</p> <p>_____</p> <p><input type="checkbox"/> Regular Full Time <input type="checkbox"/> Regular Part Time</p> <p><input type="checkbox"/> Flexible Schedule <input type="checkbox"/> Other _____</p>
<p>3. Organization:</p>	<p>4. Date of Appointment to Position:</p>
<p>5. Performance Period for IDP: From _____ to _____</p>	
<p>6. Goals that support the mission of</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p> <p>(use separate sheet if needed)</p>	
<p>7. Learning opportunities to refresh, or acquire, skills used to accomplish goals (do not include Navy required training):</p> <p>a.</p> <p>b.</p> <p>c.</p>	
<p>8. Conferences, seminars, workshops courses or college classes requested for professional development. (Include date and associated costs for registrations):</p> <p>a.</p> <p>b.</p> <p>c.</p>	
<p>8. Remarks:</p>	
<p>9. Employee's Signature:</p> <p>(Concurred by employee) Date:</p>	<p>10. Supervisor's Signature:</p> <p>(Concurred by supervisor) Date:</p>